

**Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention**

NOTICE: This instrument has received approval from the Federal Office of Management and Budget (OMB) for use with State-specific protocols in Cohorts III, IV and V of the CSAP Needs Assessment Program. States funded by CSAP for the express purpose of administering the questionnaire in the Needs Assessment Program or any other program may use the instrument only after formal receipt of approval from OMB of their State-specific protocol.

CORE CONSTRUCTS FOR COMMUNITY RESOURCE ASSESSMENT

DRAFT CSAP Community Resource Assessment (CRA) Core Construct List DRAFT

1. **Description:** A list of 15 core constructs and component measures which needs assessment contract States are using to collect prevention services data from community providers. Constructs include: geographic service area, targeted and actual service population, service type, risk and protective factors addressed service type; numbers served, funding source, etc. This instrument has been cleared by OMB and is in its first round of data collection by the States of Arkansas, Arizona, Delaware, Hawaii, Missouri, Vermont, and Virginia.
2. **Instrument Source/Background:** The CRA Core Construct List was developed by a team of SSA and CSAP representatives, and prevention researchers from 1996 to 1998. The list is based upon pilot work done by researchers from the University of Connecticut and the Research Triangle Institute working under contract for the CSAP State Needs Assessment contracts awarded, respectively, to the States of Connecticut and North Carolina.
3. **Intended Use:** The CRA Core Construct List is being used to identify, characterize, and map the distribution of local and community prevention services. The CRA instrument is based upon the risk/protective factor framework, with emphasis on characterizing current services by factors addressed. GIS applications are central to the CRA analysis. Resulting distributional data is intended for use by both States and communities to compare the distribution of need for prevention services (as revealed by a systematic needs assessment study) with the actual/current availability of services. The resulting overlay of need and resource data is intended to illustrate the *gap* in services for particular populations and particular risk factors.
4. **Validity/Reliability:** The validity and reliability of this instrument are currently under review by CSAP.
5. **Users of the Instrument:** At present, the following CSAP-sponsored States have used or are using the Social Indicators Study: Alabama, Arizona, Arkansas, Connecticut, Delaware, Florida, Hawaii, Indiana, Iowa, Louisiana, Michigan, Minnesota, Missouri, Montana, New Jersey, Vermont, and Virginia.
6. **Analysis:** Suggestions for processing and analyzing CRA data will be driven by the findings and reports of the Cohort II and Cohort IV needs assessment States. These data should begin to be available by September 2001.

**Center for Substance Abuse Prevention
State Needs Assessment Studies: Alcohol and Other Drugs**

Core Constructs for Community Resource Assessment (CRA)

Introductory Statement *[The following statement, customized as needed for specific State use, is recommended to be used at the beginning of each CRA survey instrument, insofar as it defines the meaning of “resource” as applied in the State needs assessment family of studies.]*

This survey is designed to assist States to assess prevention resources in <<COMMUNITY, STATE>>. A prevention resource is a program, service, or activity that helps reduce the likelihood that people will engage in problem behaviors, such as drug use, crime, delinquency, or violence. This survey covers a broad range of programs and services that address many different issues, such as prenatal care, family support services, academic achievement, after-school recreation, and community

policing. Each of these various types of programs and services may help to prevent problem behaviors, and therefore is considered to be a prevention resource. The information gathered from this survey will help State and local agencies identify gaps in services and plan for services to address local prevention needs.

ITEM 1. NAME OF PROGRAM/SERVICE _____

ITEM 2. PROGRAMS/SERVICES PROVIDED

Does your program engage in the following youth-focused programs/services?

- | <u>No</u> | <u>Yes</u> | |
|-----------|------------|--|
| () | () | 1. Supervised after-school recreation programs (<i>e.g., organized sports, clubs</i>) |
| () | () | 2. Drug-free social and recreational activities (<i>e.g., drug-free dances, "Just Say No" clubs, prom and graduation contracts</i>) |
| () | () | 3. Youth adventure-based programs (<i>e.g., outdoor challenge activities such as wilderness courses or ropes courses</i>) |
| () | () | 4. Intergenerational (<i>e.g., shared activities between youth and elderly persons</i>) |
| () | () | 5. Mentoring |
| () | () | 6. Career/job skills training |
| () | () | 7. Youth community service programs (<i>e.g., volunteer work, service learning</i>) |
| () | () | 8. Peer leadership/peer helper programs |
| () | () | 9. Life skills/social skills training (<i>e.g., assertiveness, communication, drug refusal, problem-solving, or conflict resolution skills training</i>) |
| () | () | 10. Teen drop-in centers |
| () | () | 11. Tutoring programs |
| () | () | 12. Youth support programs (<i>e.g. Alateen, COSA</i>) |
| () | () | 13. Youth community action groups (<i>e.g., SADD, youth councils</i>) |
| () | () | 14. Other _____ |
| () | () | 15. Other _____ |
| () | () | 16. Other _____ |

Does your program engage in the following family-focused programs/services?

- | <u>No</u> | <u>Yes</u> | |
|-----------|------------|---|
| () | () | 1. Prenatal/infancy (<i>e.g., maternal and child health care, nutrition, and child development</i>) |
| () | () | 2. Early childhood education (<i>e.g., early enrichment or pre-school programs</i>) |
| () | () | 3. Parenting/family management training (<i>e.g., supervision, rule-setting, and</i> |

- discipline skills)*
- () () 4. Pre-marital counseling
- () () 5. Family support (*e.g., family planning, home visits from health or social service workers, housing, child care*)
- () () 6. Other _____
- () () 7. Other _____
- () () 8. Other _____

Does your program engage in the following school-focused programs/services?

- | <u>No</u> | <u>Yes</u> | |
|-----------|------------|---|
| () | () | 1. Organizational change in schools (<i>e.g., school-community partnerships, school management teams involving administrators, teachers, counselors, and parents, and parental involvement</i>) |
| () | () | 2. Classroom organization, management, and instructional practices (<i>e.g., interactive teaching, proactive classroom management, cooperative learning</i>) |
| () | () | 3. School behavior management (<i>e.g., structured playground activities, discussion of weekly behavioral report cards, behavioral contracting</i>) |
| () | () | 4. School transition (<i>e.g., special homerooms or "schools within schools" for new students</i>) |
| () | () | 5. Development of school policies that discourage substance abuse |
| () | () | 6. Enforcement of school policies that discourage substance abuse |
| () | () | 7. Other _____ |
| () | () | 8. Other _____ |
| () | () | 9. Other _____ |

Does your program engage in the following community-focused programs/services?

- | <u>No</u> | <u>Yes</u> | |
|-----------|------------|---|
| () | () | 1. Development of community laws and policies that discourage substance abuse |
| () | () | 2. Enforcement of community laws and policies that discourage substance abuse |
| () | () | 3. Media campaigns (<i>e.g., posters, public service announcements,</i> |

- advertisements, commercials)*
- () () 4. Information dissemination (e.g., brochures, fact sheets, videos, presentations, clearinghouse)
- () () 5. Community mobilization (e.g., coalition building, neighborhood watch)
- () () 6. Community development/capacity building (e.g., training and technical assistance to community groups and organizations)
- () () 7. Provide or assist with community policing programs/services (e.g., foot or bicycle patrols, training to police in child development and crisis management)
- () () 8. Other _____
- () () 9. Other _____
- () () 10. Other _____

ITEM 3. SERVICES/PROGRAMS *[Please indicate which ONE of the following program/service categories best describes your program.]*

The following category best describes the type of services delivered by my program: _____ (Fill in item number)

Individual/Peer

7. Supervised after-school recreation (e.g., organized sports, clubs)
8. Drug-free social and recreational activities (e.g., drug-free dances, “Just Say No” Clubs, prom and graduation contracts)
9. Youth adventure-based programs (e.g., outdoor challenge activities such as wilderness courses or ropes courses)
7. Intergenerational (e.g., shared activities between youth and elderly persons)
8. Mentoring
9. Career/job skills training
10. Youth community service programs (e.g., volunteer work, service learning)
11. Peer leadership/peer helper programs
12. Life skills/social skills training (e.g., assertiveness, communication, drug refusal, problem-solving, or conflict resolution skills training)
13. Teen drop-in centers
14. Tutoring programs
15. Youth support groups (e.g., Alateen, COSA)
16. Youth community action groups (e.g., SADD, youth councils)
17. Other _____

Family

7. Prenatal/infancy (e.g., maternal and child health care, nutrition, and child development)
8. Early childhood education (e.g., early enrichment or pre-school programs)
9. Parenting/family management training (e.g., supervision, rule-setting, and discipline skills)
10. Pre-marital counseling
11. Family support (e.g., family planning, home visits from health or social service workers, housing, child care)
12. Other _____

School

13. Organizational change in schools (e.g., school-community partnerships; school management teams involving administrators, teachers, counselors, and parents; and parental involvement)
14. Classroom organization, management, and instructional practices (e.g., interactive teaching, proactive classroom management, cooperative learning)
15. School behavior management (e.g., structured playground activities, discussion of weekly behavioral report cards, behavioral contracting)
16. School transition (e.g., special homerooms or “schools within schools” for new students)
17. Development of school policies that discourage substance abuse
18. Enforcement of school policies that discourage substance abuse
19. Other _____

Community

20. Development of laws and policies that discourage substance abuse
21. Enforcement of laws and policies that discourage substance abuse
22. Media campaigns
23. Information dissemination (e.g., posters, public service announcements, advertisements, commercials)
24. Community mobilization (e.g., brochures, fact sheets, videos, presentations, clearinghouse)
25. Community development/capacity building (e.g., training and technical assistance to community groups and organizations)
26. Providing or assisting with community policing (e.g., foot or bicycle patrols, training to police in child development and crisis management)
27. Other _____

ITEM 4. COUNT OF PARTICIPANTS: _____

ITEM 5. AGE OF PARTICIPANTS:

0 to 4 _____ %
5 to 11 _____ %
12 to 14 _____ %
15 to 17 _____ %
18 to 20 _____ %
21 to 24 _____ %
25 to 44 _____ %
45 to 64 _____ %
65 and over _____ %

ITEM 6. RACE/ETHNICITY OF PARTICIPANTS

White _____ %
Black or African American _____ %
American Indian or Alaska Native _____ %
Asian _____ %
Hispanic/Latino _____ %
Native Hawaiian or other Pacific Islander _____ %

ITEM 7. GENDER OF PARTICIPANTS

Male _____ %
Female _____ %

ITEM 8. POPULATIONS SERVED [*Identify the **primary** population(s) that your program served. Check all that apply.*]

() General Population

School

- () Preschool Students
() Elementary School Students
() Middle/Junior High School Students
() High School Students
() College Students

Youth

- () COSAs/Children of Substance Abusers
- () Delinquent/Violent Youth
- () Foster Children
- () Homeless/Runaway Youth
- () Economically Disadvantaged Youth
- () School Dropouts
- () Pregnant Teenagers
- () Students at Risk of Dropping Out of School
- () Youth/Minors not included under other categories

Family

- () Parents/Families

Community

- () Criminally Involved Adults
- () Economically Disadvantaged Adults
- () Civic Groups
- () Coalitions
- () Gays/Lesbians
- () Government/Elected Officials
- () Immigrants and Refugees
- () Law Enforcement/Military
- () Migrant Workers
- () Older Adults
- () People Using Substances, excluding those in need of treatment
- () People with Disabilities
- () Physically/Emotionally/Sexually Abused People
- () Pregnant Women
- () Religious Groups
- () Rural/Isolated Populations
- () Urban/Inner City Populations
- () Women of Childbearing Age

Business/Work Populations

- () Business and Industry
- () Health Care Professionals
- () Managed Care Organizations
- () Teachers/Administrators/Counselors

- () Other_____

ITEM 9. STAFFING

Average number of hours per week for **paid** prevention staff members _____

Average number of hours per week for **volunteer** prevention staff members _____

Number of weeks this program operated during (reference period) _____

ITEM 10. SUBSTANCE ABUSE RELATED OBJECTIVES *[To what extent did your program/service address the following objectives?]*

(Note: **A main focus** refers to an objective addressed by the program that is a specific focus or objective of the program. **Not a main focus, but addressed** refers to an objective addressed by the program, but that is not a specific focus of the program. **Not addressed** refers to an objective that is not addressed at all by the program.

PEER AND INDIVIDUAL DOMAIN

<u>Objective</u>	<u>A Main Focus</u>	<u>Not a Main Focus, but Addressed</u>	<u>Not Addressed</u>
1. Prevent or delay the first use of ATOD.....	()	()	()
2. Strengthen perceptions about the harmful effects of ATOD use.....	()	()	()
3. Strengthen attitudes against ATOD use.....	()	()	()
4. Prevent antisocial behaviors.....	()	()	()
5. Strengthen attitudes against antisocial behavior (e.g. delinquency, violence, lying).....	()	()	()
6. Increase involvement in positive social activities, such as sports, clubs, or other recreation.....	()	()	()
7. Increase involvement in religious activities.....	()	()	()
8. Reduce involvement in delinquent peer groups.....	()	()	()

<u>Objective</u>	<u>A Main Focus</u>	Not a Main Focus, but <u>Addressed</u>	<u>Not Addressed</u>
9. Reduce involvement in drug-using peer groups.....	()	()	()
10. Reduce rebelliousness among youth	()	()	()
11. Increase the number of youth who have positive relationships with adults.....	()	()	()
12. Reduce symptoms of depression.....	()	()	()
13. Improve social skills (e.g. communication, anger management, social problem solving).....	()	()	()
14. Increase youths' awareness of peer norms opposed to ATOD use.....	()	()	()
15. Provide alternative activities that are thrilling and socially acceptable (e.g. rock climbing, extreme sports, wilderness courses, ropes courses).....	()	()	()

FAMILY DOMAIN

<u>Objective</u>	<u>A Main Focus</u>	Not a Main Focus, but <u>Addressed</u>	<u>Not Addressed</u>
1. Reduce ATOD use among adult family members.....	()	()	()
2. Improve parents' family management skills (e.g. supervision, rules, discipline).....	()	()	()
3. Improve parents' and children's family communication skills.....	()	()	()
4. Change parental attitudes towards ATOD use among youth.....	()	()	()
5. Improve parents' ability to provide opportunities for positive family involvement.....	()	()	()

<u>Objective</u>	<u>A Main Focus</u>	<u>Not a Main Focus, but Addressed</u>	<u>Not Addressed</u>
6. Improve parents' ability to reward positive family involvement.....	()	()	()
7. Reduce marital conflict.....	()	()	()

SCHOOL DOMAIN

<u>Objective</u>	<u>A Main Focus</u>	<u>Not a Main Focus, but Addressed</u>	<u>Not Addressed</u>
1. Establish, communicate, and enforce clear policies regarding ATOD use.....	()	()	()
2. Improve academic skills.....	()	()	()
3. Improve student commitment to education.....	()	()	()
4. Increase opportunities for positive youth participation in schools.....	()	()	()
5. Increase rewards for positive youth participation in schools.....	()	()	()
6. Increase opportunities for positive youth participation in the classroom.....	()	()	()
7. Increase positive parental involvement in school....	()	()	()

COMMUNITY DOMAIN

<u>Objective</u>	<u>A Main Focus</u>	<u>Not a Main Focus, but Addressed</u>	<u>Not Addressed</u>
1. Improve adjustment to a new home or school.....	()	()	()
2. Reduce youth access to ATOD.....	()	()	()
3. Increase opportunities for positive youth involvement in the community.....	()	()	()
4. Increase rewards for positive youth involvement in the community.....	()	()	()
5. Develop or strengthen community laws that restrict ATOD use.....	()	()	()
6. Strengthen community norms and/or attitudes against ATOD use.....	()	()	()
7. Improve neighborhood safety, organization, and/or sense of community.....	()	()	()

ITEM 11. BARRIERS *[Many programs report that there are barriers that prevent or limit them from serving some members of the target population. Indicate the extent to which each of the following issues is a barrier to effective delivery of prevention services in your program.]*

<u>Barrier</u>	<u>Not a Barrier</u>	<u>Minor Barrier</u>	<u>Moderate Barrier</u>	<u>Significant Barrier</u>
1. Lack of available program slots.....	()	()	()	()
2. Limited hours of operation.....	()	()	()	()
3. Insufficient staff due to lack of funding.....	()	()	()	()
4. Staff turnover.....	()	()	()	()
5. Program eligibility criteria are too restrictive.	()	()	()	()

<u>Barrier</u>	<u>Not a Barrier</u>	<u>Minor Barrier</u>	<u>Moderate Barrier</u>	<u>Significant Barrier</u>
6. Lack of public awareness of services offered.	()	()	()	()
7. Cultural or language differences.....	()	()	()	()
8. Lack of transportation to and from services....	()	()	()	()
9. Service fee is not affordable.....	()	()	()	()
10. Perceived social stigma.....	()	()	()	()
11. Lack of community interest.....	()	()	()	()
12. Program participants drop out.....	()	()	()	()
13. Waiting lists.....	()	()	()	()
14. Insufficient collaboration with schools.....	()	()	()	()
15. Insufficient collaboration with other community organizations.....	()	()	()	()
16. Program location is unsafe.....	()	()	()	()
17. Lack of child care facilities.....	()	()	()	()
18. Other barrier (specify)_____	()	()	()	()

ITEM 12. COLLABORATION

Does your program co-sponsor events or activities with other community organizations?

Yes () No ()

Does your program participate in joint planning with other community organizations?

Yes () No ()

Does your program share funding or staff with other community organizations?

Yes () No ()

ITEM 13. GEOGRAPHIC SERVICE AREA

What is the street address(es) where this program delivers its services? _____

ITEM 14. DATA AND EVALUATION [*Does this program use data for any of the following purposes ? (Check all that apply)]*

- () Does not use data
- () Reporting to key stakeholders
- () Meet funding requirements
- () Program planning
- () Community mobilization
- () Grant or contract proposals
- () Determine program effectiveness (outcome evaluation)
- () Provide a description of program activities and participants served (process evaluation)
- () Formal “needs assessment” study
- () Other _____

ITEM 15. FUNDING

[Estimate the annual budget for this program or service for the past year (including planning, administrative, and support time as well as time devoted to direct services).]

\$_____